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Pontifical University of John Paul
in Krakow, Institute Family,
Pedagogy and Social Work



University of Debrecen
Faculty of Education for
Children and Special Education

Book of Abstracts

Education in the Family ~ Family in Education ~ IV.

University of Zadar, Croatia

Faculty of Education for Children and Special
Educational Needs of the University of Debrecen,
Hungary

Institute of Pedagogy and Family Sciences of the
Pontifical University of John Paul II in Krakow, Poland

2024



Book of Abstracts

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International Conference on Family and Education**

Zadar, 22th May 2024

University of Zadar

**Faculty of Education for Children and Special Educational Needs of the
University of Debrecen**

**Institute of Pedagogy and Family Sciences of the Pontifical University
of John Paul II in Krakow**

2024

Editors: Erzsébet RÁKÓ, Grzegorz GODAWA and Arkadiusz KRASICKI

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Faculty of Education for Children and Special Educational Needs



Book of Abstracts

Education in the Family ~ Family in Education IV.

Conference Venue

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Partner Universities

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CONFERENCE PROGRAMME

8.30 Registration and submission of slides for oral presentations

9:00 Opening session – The Organizers' welcome

Zvezdan Penezić, Vice Rector of University of Zadar

Erzsébet Rákó, Dean of the Faculty of Education for Children and Special Educational Needs of the University of Debrecen and Head of the Institute of Special Education

Grzegorz Godawa, associate professor of Pontifical University of Paul John II in Cracow

9.15. Plenary Lecture

Zdenko Dundović, Impact of the Family and the Education for the Priesthood in the 18th Century Parish

Session 1 A

9:30 **Elżbieta Osewska**, The Family as a Community of Love and Peace in a High Risk Society

9:45 **Dijana Vican**, The Wisdom and Experience of the Elderly as Part of the Model of Stimulating Their Roles in the Family and Wider Social Community

10:00 **Karolina Kmiecik-Jusięga**, Social Prevention for Parents. Forms of Psychoeducation of Parents in the Prevention of Risky Behavior of Children and Adolescents on the Example of Selected Prevention Programs Implemented in Polish Elementary School

10:15 **Violeta Valjan Vukić - Smiljana Zrilić - Milena Ivanuš Grmek**, Educationally Demanding Children - A Challenge for the Family

10:30 **Damir Šehić – Valentin Stuhne – Barbra Čavlina**, Artificial Intelligence as a New Family Member? Some Moral and Ethical Aspects of the Impact of Artificial Intelligence on Family Upbringing

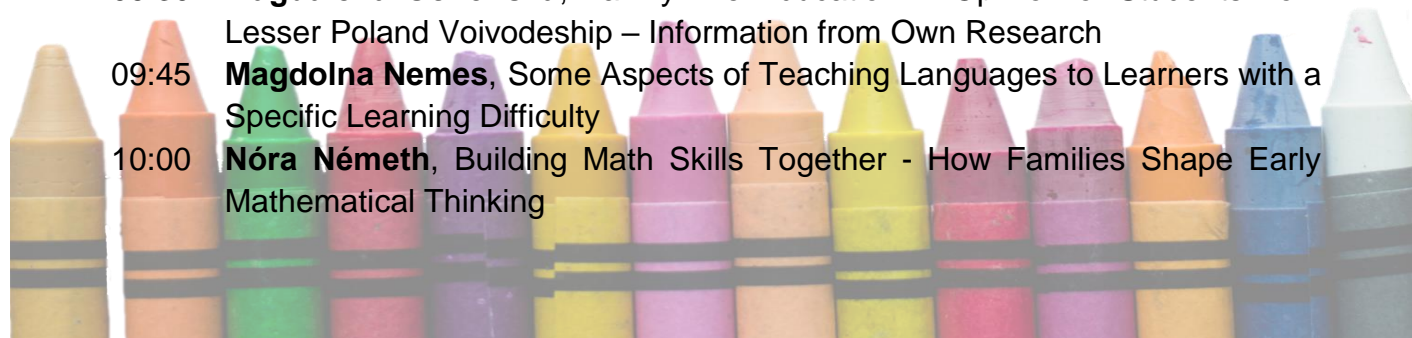
10:45 **Anna Gagat-Matuła – Aneta Lew-Koralewicz**, The Role of Parent-Therapist Collaboration

Session 1 B

09:30 **Magdalena Ochońska**, Family Life Education in Opinion of Students from Lesser Poland Voivodeship – Information from Own Research

09:45 **Magdolna Nemes**, Some Aspects of Teaching Languages to Learners with a Specific Learning Difficulty

10:00 **Nóra Németh**, Building Math Skills Together - How Families Shape Early Mathematical Thinking



- 10:15 **Katalin Mező**, New Cognitive Ability Test for School and Parent Use - Pilot Study
- 10:30 **Ferenc Mező**, Pilot Study to Create New Talent Models Investigating Word Associations Related to Sports Talent
- 10:45 **Marijana Mohorić**, Existential-hermeneutic Approach to Religious Education in the Modern Family
-

11:00 – 11:30 Coffee time

Session 2 A

- 11:30 **Arkadiusz Krasicki**, The Relationship between Parents and Children in the Light of the Document of the Pontifical Biblical Commission „What is Man?“ (Ps 8:5)
- 11:45 **Grzegorz Godawa**, Interpersonal Closeness as a Psychosocial Category
- 12:00 **Paulina Rzewucka**, Interpersonal Closeness in Fundamental Raising Environments
- 12:15 **Emilia Buchalik**, Practical Aspects of Interpersonal Closeness
- 12:30 **Monika Pyrczak-Piega**, The Significance of Interpersonal Closeness in the Education of Individuals with Disabilities
- 12:45 **Erzsébet Rákó**, The Role of Foster Parents in the Care of Children with Disabilities and Children Aged 0-3

Session 2 B

- 11:30 **Bohdana Richterová – Barbora Oborná – Barbora Zotyková**, Clients of Halfway Houses, Lifestyle and Family Upbringing
- 11:45 **Joanna Sztuka**, Help for Children and Families of Prisoners. Support Programs for Children and Parents During the Execution of a Prison Sentence
- 12:00 **Branimir Vukosav – Marijana Kresić Vukosav**, Multilingual and Translocal Identities in Migrant Families
- 12:15 **Anita Galán**, Educational Integration of Ukrainian Roma Refugees in Hungary
- 12:30 **Gábor Biczó**, Roma Colleges, a Unique Network of Support by Education
- 12:45 **Norbert Tóth**, Acculturation and Assimilation Process in Hungarian Roma Communities
-

13:00 Conference closing

Lunch time



ABSTRACTS

ELZBIETA OSEWSKA PHD HAB.

The Pontifical University of John Paul II

The Family as a Community of Love and Peace in a High Risk Society

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Abstract:

Many external factors affect the contemporary family. Scientific, technological, medical, and socio-cultural evolutions heighten the possibilities for controlling life and for pushing back the dramatic consequences of fatal events, however, a recent pandemic, war events, and global conflicts are dramatically changing the context of family life and family education. Do ongoing conflicts and wars pose a challenge to Christian families? Has Catholic family education genuinely contributed to love and peace education? What conditions must be taken into account for family education in order to support love and peace? The purpose of this speech is to present the family as a setting in a constant effort to develop an authentic community of persons and specificity of education toward love and peace in the context of actual challenges and risks.

Key words:

family, challenge, evolution, education



DIJANA VICAN PROF. PHD
University of Zadar

The Wisdom and Experience of the Elderly as Part of the Model of Stimulating Their Roles in the Family and Wider Social Community

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Abstract:

There is no doubt that the family structural changes in the last half-century have changed the roles of third age and other elderly people. Their number is constantly increasing not only in Croatia but in all European countries. We are talking about a population that has its own specific characteristics in all personality dimensions - physical, intellectual, social, and others. Starting from the assumption that family structural changes are particularly reflected in the role of the elderly in the family, in their life, and in the wider social community, the aim of the work is to identify the specific characteristics of the elderly and old persons, to discuss their changed role in relation to the changes in the family structure and relationships. Using the content analysis method of recent primary and secondary research, the work is aimed at identifying specific features of the elderly's personality, which from an andragogical point of view are relevant to their quality of life in the future, their mental and spiritual health, and the realization of better family intergenerational relationships. As a result of the content analysis, the wisdom and experience of the third age and other elderly people are shown to be part of the model of stimulating the elderly's roles in the family and the wider social community. Through the analytical framework of the elderly specific personality traits and the presentation of modern family structures, the results point to the potential harm of certain relationships towards people of the third age and the elderly.

Key words:

specific personality traits of the elderly, wisdom of the elderly, experience of the elderly, changed life roles of the elderly, structural changes in the family



KAROLINA KMIECIK-JUSIEGA PHD
Jesuit University Ignatianum in Krakow
Social Prevention for Parents. Forms of Psychoeducation of Parents in the Prevention of Risky Behavior of Children and Adolescents on the Example of Selected Prevention Programs Implemented in Polish Elementary School

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Abstract:

The paper will discuss the legal, theoretical, and applied aspects of social prevention aimed at parents of elementary school children in Poland. Based on the latest legal regulations and theoretical foundations of social prevention and family science, the author will present examples of prevention programs implemented in Polish elementary schools. She will mainly discuss the recommended program School for Parents and Educators, which is based on the theory of the systemic approach to the family, the psychology of interpersonal communication and the concept of protective factors and risk factors. She will also present the author's project Live with Sense, which is based on Viktor Frankl's logotherapy. The main theme of the speech will be the issue of psychoeducation of parents and their support in the process of raising children, as an important duty of the school. Each Polish school, which from 2017 creates and implements an autonomous educational and preventive program.

Key word:

social prevention for parents, psychoeducation of parents at school, prevention programs for parents at school, prevention in the family, school educator-preventive program



VIOLETA VALJAN VUKIĆ
University of Zadar
Educationally Demanding Children – A Challenge for the Family
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Abstract:

The term educationally demanding children refers to children who have certain difficulties in everyday functioning, achieving social interactions, or adopting adaptive behavior. Parents are often faced with situations they cannot solve, and are not even aware of how much undesired behavior was caused by their own upbringing procedures. Such parental behaviors are, on the one hand, excessive indulgence, protecting the child from all obligations, pampering, inconsistency in upbringing without clear rules, unbalanced, and too authoritarian upbringing style, punishments, prohibitions, and lack of communication. Among other things, the child's social development takes place in the family context. Knowing and understanding rules, norms, and values, and setting clear boundaries and rules are important for adequate social development, and without quality family communication, children will find it difficult to accept them. The paper will elaborate on the assumptions of successful upbringing activities, as well as some of the most frequent manifestations of undesirable behavior of children, which are mainly the result of parenting actions. We will refer with special emphasis to the excessive consumption habits of using digital technologies, in which parents play a major role. Today's young parents themselves are prone to excessive consumption of digital media and are not even aware of how much their behavior affects their children. In the beginning, children are entertained with their mobile phones, and parents have more time for themselves and their activities, but the repercussions that such habits have at a later age start to be a problem for both parents and children.

Key words:

educationally demanding children undesirable behaviors of children, parents' upbringing procedures



**DAMIR ŠEHIĆ PHD –VALENTIN STUHNE PHD– BARBRA ČAVLINA, MAG. THEOL. –
DAMIR ŠEHIĆ PHD
University of Zadar**

Artificial intelligence as a new family member? Some moral and ethical aspects of the impact of artificial intelligence on family upbringing

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Abstract:

The advancement and general application of artificial intelligence have affected the field of family upbringing and education, with serious potential to transform the educational landscape and influence all involved participants. In recent years, the application of AI tools in education has expanded, not only to the processes of learning but also to the processes of understanding learning and academic improvement. Adaption of AI in education has led to increasing ethical risks and concerns on several aspects, from those in which artificial intelligence as an autonomous algorithm can replace family members in decisions, to those in which AI does most of the work of learning and creating instead of the child. This paper will consider the above-mentioned moral and ethical issues from the perspective of philosophy and Christian anthropology.

Key words:

Artificial intelligence, family upbringing, autonomy algorithm, moral-ethical issues.



ANNA GAGAT-MATUŁA
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ANETA LEW-KORALEWICZ
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The Role of Parent-Therapist Collaboration
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Abstract:

Research indicates that the relationship between parents and therapists is important in the process of supporting a child with a disability. Partnership and collaboration with the parents constitute the basis of a family-centered approach, which involves support that takes into account the needs of both the person experiencing developmental disabilities and the whole family. The involvement of the family in the therapy process is an important part of the support and determines its effectiveness. The family-centered approach has been sanctioned in the legal system. A family-centered approach has a positive impact on service satisfaction (Cetintas i in., 2021; Iversen i in., 2003; Law i in., 2003) and effectiveness of therapeutic interventions. Considering the needs of the family in the therapy process should be the standard of practice. The need for collaboration is expressed from the perspective of both therapists and parents (Sundet, 2011). However, the cooperation of parents and professionals is challenging in many areas. Collaboration can be a demanding experience for both professionals and parents. Viewing families as a unique entity is necessary in developing partnerships in the collaborative process. The aim of the presentation is to introduce the meaning of collaboration between parents and professionals in the therapeutic process, and to identify research tools that explore the quality of this collaboration. The following tools are available in Poland to assess cooperation between therapists and parents:

- Polish adaptation of the *Family–Professional Partnership Scale (FPPS)* developed by Jean A. Summers with the team (Gosztyła, Grygiel, Lew-Koralewicz, 2021)
- Polish adaptation of Enabling Practices Scale (EPS) by I. Dempsey (Gosztyła, Grygiel, Lew-Koralewicz, 2022)
- Polish Version of the Family-Centered Practice Scale Questionnaire to Study the Quality of Relationships Between Professionals and Families Benefiting from Institutional Support (Przeperski, Gądzielewska, 2020).

The proposed tools can be successfully used to gain insight into the quality of parent-therapist collaboration, and to identify the variables that determine it. Learning about the conditions of cooperation is an important part of developing partnerships within a family-centred approach.

Keywords:

collaboration, family-centered approach, partnership, parents, therapist



MAGDALENA OCHOŃSKA PHD
The Pontifical University of John Paul II
Family Life Education in Opinion of Students from Lesser Poland
Voivodeship – Information from Own Research
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Abstract:

The speech presents the results of the research done by the author on the student's opinions about Family life education. The author gives special attention to topics that were or were not discussed during classes. In addition, the author emphasizes the differences between the Polish teaching model and European or global recommendations by comparing the content that appears in the recommendations in question. The author aims to evaluate which model of sexual education (A or C) is more beneficial for children and families.

Key words:

family, education, family life education, sex education



MAGDOLNA NEMES PHD
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Some Aspects of Teaching Languages to Learners with a Specific Learning Difficulty

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Abstract:

In Hungary, primary school pupils in grade 4 face new challenges as they have a new subject, which is the study of a foreign language. Dyslexic learners usually have difficulty with reading and writing in their L1, their reading is slower, and they have problems with reading comprehension. Besides possible difficulties, we also discuss the strengths of dyslexic learners. The research project took place in 2023 when we made interviews with 25 language teachers who used to or currently teach dyslexic learners. We decided to make semi-structured interviews with open-ended questions to get the most reliable information/answers about their pedagogical methods and experience. We hypothesised that teachers in inclusive schools do not have the necessary knowledge about teaching learners with a specific learning difficulty. The interviews have proven this to be correct, still we could also see that teachers do their best to widen their knowledge in many ways. Suitable course materials are necessary for studying the target language. A proportion of the language teachers involved in our research believe it is not necessary to have course books specifically written for dyslexic learners. During the interviews, we also asked questions concerning the language teachers' attitudes to participation without grade-giving, evaluating learners' language performance as well as how they motivate their dyslexic students. Based on the answers of the language teachers, we came to the conclusion that they pay attention to individual development, even though it is challenging to teach a foreign language to children with dyslexia.

Key words:

dyslexia, course materials, higher education, motivation, inclusive classroom



NÓRA NÉMETH PHD
University of Debrecen
Building Math Skills Together - How Families Shape Early Mathematical Thinking

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Abstract:

In the journey of early childhood education, families play a key role in shaping a child's ability to think mathematically. This presentation dives into how family dynamics influence young children's understanding of math, highlighting simple yet powerful ways parents can engage their children in mathematical thinking. Drawing on the theoretical background provided by Harris, Petersen, & Wulsin (2017) and Starkey & Klein (2000), we explore effective strategies for fostering math skills in everyday family life. Through interviews with parents, we've uncovered insights into how ordinary activities can become opportunities for learning math concepts. At home, parents can create a supportive environment where math is part of daily routines and playtime. By incorporating math into everyday activities like cooking, shopping, and playing games, families can help children develop a positive attitude toward math from an early age. This presentation emphasizes the importance of inclusive and culturally responsive math learning at home. By valuing diverse perspectives and experiences, families can make math more relatable and enjoyable for children of all backgrounds. Drawing on research findings and practical examples, this presentation offers simple tips for parents to enhance their child's mathematical thinking through meaningful engagement. By working together, families and educators can lay a strong foundation for children to succeed in math and beyond.

Key words:

Early childhood education, Family engagement, Mathematical thinking, Parental involvement



KATALIN MEZŐ PHD
University of Debrecen
New Cognitive Ability Test for School and Parent Use - Pilot Study
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Abstract:

Background: The planned, conscious development of cognitive abilities based on diagnostics can take place not only during kindergarten/school education but also during family education. Although diagnosis is the basis of planned ability development, parents usually do not have the appropriate means to perform ability tests. Therefore, parents are forced to involve experts (e.g. psychologists) (which is not always a feasible option for them), or they try to develop children's abilities without diagnosis, or they do not even carry out conscious ability development. The solution could be the development of a tool and program for the examination and development of cognitive abilities that can also be carried out by parents. Sample: n = 207 1st-grade students (115 girls, 92 boys, average age: 6 years). Method: taking a series of tasks for diagnostic purposes based on the OxIPO model, which considers intelligence as an information-processing process, and analyzing the results. Result: the surface validity, test-retest, and interrater reliability of the set of tasks developed to examine thinking, working memory, attention, and perception are medium strength (correlations around the significant ($p \leq 0.01$) correlations between the pre-and post-tests for synthesis ($\tau_b = 0.61$ and $r_s = 0.63$), analysis ($\tau_b = 0.47$ and $r_s = 0.48$), working memory ($\tau_b = 0.41$ and $r_s = 0.41$), and 0,43), observation ($\tau_b = 0,43$ and $r_s = 0,45$), and total score ($\tau_b = 0,44$ and $r_s = 0,52$) also indicate a positive correlations of medium strength). Further psychometric tests are in progress.

Key words:

Cognitive, Ability, Test,



FERENC MEZŐ PHD
Eszterházy Károly Catholic University
Pilot Study to Create New Talent Models Investigating Word
Associations Related to Sports Talent
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Abstract:

Background and aim: Family and coaches also play an important role in nurturing sports talent. The present study investigates the primary associations that emerge in the narratives of competitive sportsmen and coaches when they think about talent. Methods: The pilot study involved a survey conducted on competitive sportsmen and coaches (n=183, 44 men and 139 women), asking them to identify the most essential attribute of an individual with talent in the sport. The data were analyzed using mathematical statistics (using the SPSS statistical software package), the statistical procedures were: the chi-square test, Mann-Whitney U-test, and Kruskal Wallis test. Results: Within the responses, there were significantly (about 20%) more terms related to a component (ability, motivation, creativity) of the Renzulli model compared to terms not related to this talent model. The most frequently mentioned term related to sports talent was motivation (111 responses, 60.66% of the responses). The Pareto analysis shows that almost 80% of the responses can practically be collected into two categories of responses: motivation and physical characteristics. Moreover, the study also pointed out that very few (only 2.19% of respondents) think of creativity in relation to sports talent, highlighting. These results can help parents support their sports talents for children in the cases of the main talent components. Based on this analysis, new approaches to sports talent can be implemented.

Key words:

talent, sport



MARIJANA MOHORIC PHD

University of Zadar

Existential-hermeneutic Approach to Religious Education in the Modern Family

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Abstract:

The paper will highlight the difficulties of religious upbringing in a family context that are closely related to the tendencies of modern society. The second part of the presentation will point to some current models of family religious education that aim to respond to the challenges of transmitting the faith in the European context. Caution is necessary when trying to apply models, as well as the necessity of finding an adequate approach that could suit both contemporary challenges and the constitutive coordinates of religious education that are no longer unambiguously confessional in the families of today. Finally, an existential-hermeneutical approach to the religious upbringing of children in the family will be pointed out as a possible response to the need to update the educational function of parents/guardians and other members responsible for the upbringing of children, especially in terms of evaluating and monitoring the development of the religious dimension of their growth and development.

Key words:

modern family, transmission of faith, models, existential-hermeneutic approach



ARKADIUSZ KRASICKI PHD

University of Zadar

The Relationship Between Parents and Children in the Light of the Document of the Pontifical Biblical Commission "What is Man?" Ps 8:5.

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Abstract:

The world is marked by many disappointments in all areas. Every family faces increasing challenges in raising children. At the same time, parenting is also required. How many demands should be made of the children from the parents so that the family can function and overcome common troubles and tensions? Love that enables freedom for the whole family and respect for parents become the two principles of correct communication offered by the biblical lawgiver. The papal document reminds us of God's original plan, which offers the freedom of the individual as well as the entire family. Thus, the human response remains proof of obedience to God and an effect of conversion. Thus, love and obedience determine the mutual relationship within the family on the path of upbringing.

Key words:

parents, children, respect, love, upbringing, dekalog



GRZEGORZ GODAWA PHD
The Pontifical University of John Paul II
Interpersonal Closeness as a Psychosocial Category
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Abstract:

The presentation examines interpersonal closeness as a significant psychosocial category in the context of interpersonal relationships. Closeness constitutes a fundamental element in building emotional bonds, influencing both our well-being and the quality of our relationships with others. Through an interdisciplinary approach, the author explores various aspects of interpersonal closeness, including psychological, social, and cultural factors shaping its development and consequences for individuals and society. Based on theoretical analysis and the latest scientific research findings, the article raises questions about the significance of interpersonal closeness in today's globalized world and the challenges associated with it. Additionally, the article attempts to define interpersonal closeness and present its different dimensions and manifestations in various social contexts, especially in family life and education. The conclusions drawn from the analysis aim to enhance understanding of the role of interpersonal closeness in our daily lives and identify strategies to support the development of healthy and satisfying interpersonal relationships.

Key words:

closeness, relationships, society, education, family



PAULINA RZEWUCKA PHD
The Pontifical University of John Paul II
Interpersonal Closeness in Fundamental Raising Environments
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Abstract:

The aim of the presentation is to examine the significance of closeness in the context of fundamental raising environments, the family, and school. Building closeness within the family plays a crucial role in the development of its members. Family closeness allows for the establishment of strong emotional bonds and influences the sense of belonging and security. It also creates conditions for providing emotional support in difficult life situations. The presentation will also analyze the challenging time for building closeness during the COVID-19 pandemic. By understanding the importance of closeness within the family and effectively applying appropriate strategies, we can support the healthy development of all family members and build strong foundations for its future functioning. Another place where closeness should be fostered is in schools. Another place where closeness should be built is school. Education is not just limited to passing on knowledge; it becomes an integral part of students' emotional and social development. Therefore, building closeness in the school environment is crucial for the comprehensive development of students. The presentation will discuss various aspects of building closeness in schools, including strategies, challenges, and perspectives. Providing practical guidance and inspiration for teachers will highlight opportunities to create conducive conditions for the emotional and social development of students.

Key words:

family, school, interpersonal closeness



EMILIA BUCHALIK BACHELOR
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Practical Aspects of Interpersonal Closeness
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Abstract:

Interpersonal closeness plays a crucial role in both our personal and professional lives, influencing our relationships. Through close relationships with others, we learn empathy, respect, communication, and conflict resolution. These skills are essential for personal development and building lasting, satisfying relationships. Additionally, interpersonal closeness provides us with joy, fulfillment, and meaning. Without interpersonal closeness, it is harder for us to achieve the fullness of happiness and life fulfillment. The presentation focuses on the practical aspects of interpersonal closeness, including the presentation of specific tools and implementation strategies. The presentation will discuss practical methods for building interpersonal closeness in the educational space. A detailed lesson plan for children will be discussed, designed to promote interpersonal closeness from an early age. During the presentation, the main assumptions of the lesson plan will be presented, including objectives, lesson structure, methods and tools used, as well as expected outcomes for children participating in the activities. The lesson plan includes various activities and games aimed at building empathy, strengthening group bonds, and developing communication and conflict-resolution skills. The presentation of the lesson plan aims to provide practical guidance for educators, teachers, and childcare professionals who want to effectively integrate elements of interpersonal closeness into their work with children. Through this presentation, participants will be able to learn strategies and techniques that can be immediately applied in their daily work, supporting the emotional and social development of children from an early age.

Key words:

Interpersonal Closeness, practical aspects, Activities for Children



MONIKA PYRCZAK-PIEGA PHD
The Pontifical University of John Paul II
The Significance of Interpersonal Closeness in the Education of
Individuals with Disabilities

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Abstract:

The presentation will outline the significance of interpersonal closeness in the education of individuals with disabilities, using students as examples. Among the barriers hindering the functioning of people with disabilities are social barriers, including stereotypes and prejudices. Together with a lack of knowledge about disabilities, they contribute to limiting the social functioning of these individuals, leading to their isolation and consequently difficulties in forming close relationships. However, interpersonal closeness is a prerequisite for meeting the basic needs of every human being, including safety and belongingness. Closeness is a concept associated with private life, but its importance can also be observed in academic settings, particularly in higher education. The presentation will cover the fundamental manifestations of interpersonal closeness concerning students with disabilities. Its significance in student life, barriers to its development, and best practices for fostering closeness in this specific environment will be discussed.

Key words:

interpersonal closeness, students, education, disability



ERZSÉBET RÁKÓ PHD
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The Role of Foster Parents in the Care of Children with Disabilities and Children Aged 0-3

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Abstract:

This presentation will show the results of an interview survey of foster carers of children with special needs. The research is exploratory in nature with few studies having been conducted in Hungary on this topic. We are looking for answer to the question of how foster care of children with special needs is implemented due to deinstitutional processes in child protection. In this presentation, we present some of the research findings. The research involved 28 foster carers of children aged 0-3 years or with disabilities. The method used was a semi-structured interview. Interview questions include demographic data, questions about children, foster parenting, motivation, and parenting methods. The responses to the interview questions were coded and processed using content analysis methods. Based on the responses received, it can be concluded that there is a need to increase the number of foster carers and support foster carers in training them to work with traumatized children with disabilities and to provide recreational opportunities to prevent burnout.

Key words:

foster parents, special needs, early childhood



BOHDANA RICHTEROVÁ, BARBORA OBORNÁ, BARBORA ZOTYKOVÁ MGR., PHD
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Clients of Halfway Houses, Lifestyle and Family Upbringing
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Abstract:

This paper presents a student research project funded by a grant competition, focused on clients of halfway houses in the Czech Republic, their lifestyles, and family upbringing. The presentation will discuss the experiences and results of a pilot study conducted in two halfway houses in the Czech Republic. The project aims to identify and understand the lifestyles of halfway house clients and to explore the influence of their backgrounds, such as orphanages, dysfunctional families, excluded locations, and environments at risk of social exclusion. The research employs a mixed-methods design. The main tool for the quantitative analysis is the Fantastic Lifestyle Assessment Inventory (Wilson, 1983, revised by Murillo-Lorente et al., 2022). The qualitative analysis delves deeper into the clients' lifestyles using semi-structured interviews and thematic analysis, following Braun and Clarke (2006).

Key word:

halway house, lifestyle, family upbringing



JOANNA SZTUKA MASTER'S DEGREE
Ignatianum University in Cracow
Help for Children and Families of Prisoners. Support programs for
Children and Parents During the Execution of a Prison Sentence
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Abstract:

The speech will discuss the forms of support offered to inmate parents under the project "Family Together. Assistance Center for Children and Families". The project is a comprehensive offer of assistance aimed at children and families living in the Małopolska region, in the situation of penitentiary isolation of a loved one, and assistance in the process of readaptation of offenders, so that they can fully fulfill their caring and educational functions. Family ties are the most important factor in protecting a child from crime. Strengthening family ties also facilitates the rehabilitation of the parent who will ultimately leave prison and return home. By improving ties with children and relations with the half-spouse while still in prison, we work to reunite the family. The talk will discuss three key areas of the Center's work and art therapy programs in which inmates learn to understand parental roles and attitudes. In turn, the children are shown a parent in a different, positive perspective, and the visit to the prison becomes an anticipated adventure.

Key words:

rehabilitation, penitentiary isolation, family ties, parental roles and attitudes



BRANIMIR VUKOSAV PHD - MARIJANA KRESIĆ VUKOSAV PHD
University of Zadar
Multilingual and translocal identities in migrant families
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Abstract:

In a globally connected world, frequent migrations of individuals and entire families for economic, political, and other reasons create circumstances that significantly affect their sense of identity. Migrating from one's home country and arriving in a country and place with a different cultural background often changes that sense and gradually transforms it. This usually occurs both within the context of their identification with the place (acquiring a trans-local identity) and their transition to the usage of two or more languages (occurrence of multilingualism). Migrants usually continue to use their mother tongue in the family, and in many cases maintain contact with the place of origin in the form of more or less frequent trips. A special focus of the presentation is on the issue of how translocality and multilingualism affect the shaping of the identity of migrant families. Through a geographical and linguistic approach, the paper examines the influence of translocality and multilingualism on the upbringing and shaping of experiences in migrant families, with special emphasis on Croatian immigrant families in Germany. A cartographic representation of spatial translocality is made and presented based on both a conducted survey on spatial and linguistic identities of the Croatian immigrants in Germany and an analysis of a Croatian immigrant family in Lower Saxony.

Key words:

migration, family, identity, multilingualism, translocality



ANITA GALÁN PHD
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Educational Integration of Ukrainian Roma Refugees in Hungary
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Abstract:

As a result of the Ukrainian-Russian war, thousands of Ukrainians left their homeland to start a new life in a foreign country. Hungary, as a neighboring state of Ukraine, also received many refugees, either permanently or just to pass through. Ukrainian refugees with Hungarian nationality are those who came to Hungary with the intention of permanent settlement. A church-based NGO has set up a Refugee Center in a camping site in Debrecen, mainly for Hungarian-speaking Roma refugees from Transcarpathia. In this place, refugees can count on full assistance. Children of compulsory school age are integrated into schools in Debrecen. Those children whose knowledge and skills need improvement are helped by local teachers to enable them to integrate into public education in their own refugee school. My aim in the lecture is to present the refugee school and kindergarten that works in the campsite. I will also cover the problems experienced by professionals during their work with Ukrainian refugees. In the course of my research, I interviewed 7 people who promote the integration of Ukrainian Roma families either as teachers or as social workers.

Key words:

education, roma, integration, refugees, Ukrain



GÁBOR BICZÓ PHD
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Roma Colleges, a Unique Network of Support by Education
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Abstract:

Roma Colleges for Advanced Studies are special and unique higher education talent development workshops in Europe. Their aim is to help Roma and/or disadvantaged students from peripheral social environments to graduate and to prevent them from dropping out. Roma Colleges for Advanced Studies in Hungary currently have more than 350 university students and more than five hundred members of the organization have graduated in various fields in the last 13 years of operation. Recently the network of Roma Colleges includes 11 institutions in the different university centres of the country. As one of the leaders of the Association of Roma Colleges for Advanced Studies, I try to introduce the audience to the basic pedagogical “philosophy” of Roma Colleges in my lecture. The common operational principles governing the operation of Colleges for Advanced Studies guarantee that the proportion of Roma students in Colleges for Advanced Studies should be at least 60%. Teaching the Roma language, preserving traditions, getting to know the values of the members’ own cultural heritage, and arousing research interest based on a reflective and applied social science perspective on the local environments of students of Roma origin are all aspirations based on the spirit of cultural pluralism. In addition to providing help for a career in higher education, the important goal of the Roma College for Advanced Studies is to promote the survival and preservation of the diversity of Roma cultures in Hungary.

Key words:

minority pedagogic, Romani minority, integration of ethnic minorities, underprivileged groups



NORBERT TÓTH PHD
University of Debrecen

Acculturation and Assimilation Process in Hungarian Roma Communities

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Abstract:

Assimilation is a concept treated with extreme suspicion in contemporary Central European public thinking. This is especially true for the societies of the Central and Eastern European region, where the term has different connotations not only in the colloquial sense, but also in social science practice, political discourse or even in a social psychological context.

The lecture intends to report on a recent empirical research that deals with the issue of language assimilation in local Roma communities in Hungary. The research has several relevant aspects. On the one hand, we know relatively little about the relationship of Hungarian Roma people to their mother tongue. On the other hand, language assimilation is a complex issue. The results of previous research also show that the connection and definition of mother tongue and identity is far from clear in the case of Hungarian Roma people (Tóth, 2023). Thirdly, the research has a marked pedagogic aspect because children belonging to the native -speaking Roma communities face difficulties in school due to their bilingualism.

In the lecture, we undertake to explore the language assimilation process and the transgenerational circumstances of language change, as well as its pedagogical implications, in two native-speaking communities of North-Eastern Hungary (Hodász and Ibrány).

During the empirical data collection, we relied on quantitative and qualitative research methodology. In the two investigated Vlach Roma communities, 50-50 questionnaires were asked, and 10-10 semi-structured interviews were recorded.

Key words:

assimilation, Roma families, bilingualism



